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# PROCEEDINGS

## International Seminar

LANGUAGE MAINTENANCE AND SHIFT IV

November 18, 2014



Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Provinsi Jawa Tengah



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### EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).





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	Akmal & Maria Yosephin WI & Sri Wahyuni	THE CHARACTERISTICS OF ENGLISH ADVERTISEMENTS CREATED BY STUDENTS OF BUSINESS ENGLISH CLASS AT PGRI UNIVERSITY SEMARANG. LEMBAGA PENELITIAN DAN PENGABDIAN PADA MASYARAKAT, UNIVERSITAS PGRI SEMARANG	336-340		
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## THE IMPORTANCE OF INTERGENERATIONAL TRANSMISSION OF LANGUAGE

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### Abstract

*Language was firstly taught by our parents when we were a baby. From that moment, we improve our speaking skills through listening and imitating. That is the process we start our interaction with a language. People communicate and socialize through language they learn. As a matter of fact, there are thousands of languages spoken in the whole world. People from different region will speak in different language as well. Language represents the identity and existence of one tribe or country. So that's why it correlates with the cultural background. People should make a system in using the language continually as well as identifying the solution to every problems they may have. Therefore, the language won't distinct among other languages. Parents play an important role in maintaining one language by transmitting the culture to the next generation. Furthermore, this study will discuss about the language maintenance through the aspects of intergeneration transmission, with the complexity of the problems that may occur in the real life.*

**Keywords:** *Intergeneration, Transmission of Language, Language Maintenance*

### Introduction

There are so many ethnic languages found in the whole world. In Asia only, it was found about 2.303 ethnic languages. But unfortunately, 879 ethnic languages are found to be in distinction. In Southeast Asia there are about 1.253 ethnic languages, but 879 of them are in the status of distinction. UNESCO found it is a really bad condition. This organization tries to do some efforts in maintaining the existence of the ethnic languages by holding a seminar, discussion among linguists and many other activities.

Fishman (1966, 1985 and 1991) describes the role of various institutions in language maintenance within an ethnolinguistic community, such as language schools, libraries, print and broadcast media, religious congregations, social clubs and ethnic restaurants and shops. Additionally, Mackey (2004) notes the significant impact of multilingual broadcasting, the language of computer software, and languages through wired and satellite networks on language maintenance today.

The key point is that for the language to be maintained, it needs to be passed on to, and acquired by, each successive generation. Because language is tied not only to communication with family but to cultural identity as well, it is often parents who decide to teach their mother tongue to their children (Fishman, 1991). Over time, many minority languages experience language shift. As children partake in school related activities, are exposed to media in the majority language, and become more assimilated into the dominant society, they may feel less positive towards their heritage language and use it less.

### Research Method

The method used in this thesis is descriptive qualitative as the data is collected by observing, interviewing, recording, and through the questionnaires and then analyze them. There are ten respondents who were given the questionnaires as the object of the study. This paper focuses on the importance of intergenerational transmission of the language in maintaining the language. We have to do some serious efforts to avoid the language distinction.

### Result and Discussion

Language is a symbol of existence of a nation. The distinction of a language could represent the vanished of specific nation or tribe. Government of every nation is trying to do some programs due to



the efforts in maintaining the usage of some ethnic languages among the people. There are some tendencies to avoid in speaking local or ethnic language, it means that people mostly speak in national or international languages. They will speak in their local or ethnic language only in some traditional ceremony or conversations among the old people. Children will speak in national or international language in some occasions, like playing time, learning their school lessons, operating computer or other communication tools. This condition will happen also in their houses that some parents will speak to their children in national or international language.

Although there are bilingual programs that give students access to education in their mother tongue, the effect on heritage language maintenance is minimal for a numbers of reasons:

1) the intent is usually to foster more efficient English language acquisition; 2) these programs are only offered in select areas; and 3) they are offered only in languages with a large population. Language maintenance is then left largely to the family or community. Attitudes toward language maintenance vary from one language group to another, and from one family to the next, however. Some families are keen that their children quickly assimilate into American culture, learning English as soon as possible, while others are adamant that they retain their native culture, looking for ways and means to maintain fluency in their mother tongue.

Parents, both consciously and unconsciously, create an environment that will either nurture or impair language acquisition. Clyne & Kipp (1999) note that "the home has often been cited as a key element in language maintenance—if a language is not maintained in the home domain, then it cannot be maintained elsewhere" (p. 47). Some strategies typically used by parents are to use the language in the home, provide their children with access to the culture, or make trips back to the country of origin (Hinton, 1999). In the end, if true language maintenance is going to occur, the language must be incorporated into the home life. Otherwise, it may lead to language loss (with the possibility of language revitalization later in life) or language death.

Given the importance of inter-generational transmission for language maintenance as described by Fishman (1991), this project focuses primarily on individuals who would be considered second-generation (born in the United States) or went through a significant amount of schooling in the U.S. (arrived before sixth grade) to explore the influence of the assimilation/acculturation process.

It was clear that it was always the parents' desire for their children to learn their mother tongue however no real method was put in place to ensure continuity. At most, parents would request their children to speak the mother language or there was an "unwritten rule" in the home, but not much more. For some, it was simply because their parents requested it. These are some examples in some different conditions; for some children wanted the parents to be happy, so they would do anything to make them happy, in this case they would speak with them in mother language.

However, it was found that most participants were resistant to learning the language (like a sort of rebellion) or if they already spoke it they refused to keep up with it. Some parents speak in mother language in the house because they want the children to learn it. But, like I said, I always responded in English. There were always arguments about that, and disagreements about speaking mother language. Some children were very much the same in that they would frustrate the parents because some children would only spoke to the parents in national language or international language.

In maintaining language actually can be started from the family. Parents should introduce the kids their local language or mother language besides the national or even international language. Due to the language acquisition by kids, it isn't any problem in teaching children some different languages in early age. They will easily to get the languages they get from the people surround them as it was stated by Lenneberg (1967) known as Critical Age Hypothesis. It is stated that a kid who is in their critical age, that is before 12 years old, can learn any languages which they get from the people they interact with. People should play an important role in giving language stimulant to their kids. It is one of the efforts in maintaining the language as well.

## Conclusion

We all know that there is a bad condition due to the language distinction, especially the local or ethnic language. Language maintenance is a big thing to be discussed as language is one of the symbols of the existence of a nation. Parents should play an important role in giving language stimulant for the children to speak in their mother language. We have to start using the language from our house besides speaking national or international language.

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